

The School District of Desoto

Desoto Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Desoto Middle School

420 E GIBSON ST, Arcadia, FL 34266

<http://dms.desotoschools.com/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of DeSoto Middle School is to provide all students a positive learning environment focused on building relationships, high levels of student engagement and setting high expectations with academic rigor.

Provide the school's vision statement.

The vision of DeSoto Middle School is to provide a positive school culture that is student-focused, promoting the development of the whole child and inspiring lifelong learners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Boland, David	Principal	
Edsall, Timothy	Assistant Principal	
Hines, Brittany	Dean	
Staples, Dan	Instructional Coach	
Meyer, Mary	Instructional Coach	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Building Leadership Team (BLT) held a meeting to review last years SIP and analyze this year's data to determine areas of success and areas for growth. This information will be shared with the SAC and school staff to obtain their input and determine areas of emphasis for this year's SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

FAST will be utilized as the primary tool for monitoring student achievement three times during the school year. This data will be reviewed during the district VIEW visits. Additionally, we will review results from benchmark testing, classroom walkthroughs, evaluations and through MTSS meetings. Based on the information obtained, and progress towards our goals, we will adjust strategies that are in place.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	53	97	76	226
One or more suspensions	0	0	0	0	0	0	27	112	77	216
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	0	2	7
Course failure in Math	0	0	0	0	0	0	7	9	1	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	105	187	177	469
Level 1 on statewide Math assessment	0	0	0	0	0	0	109	181	94	384
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	19	16	31	66
One or more suspensions	0	0	0	0	0	0	60	81	80	221
Course failure in ELA	0	0	0	0	0	0	109	67	138	314
Course failure in Math	0	0	0	0	0	0	168	112	147	427
Level 1 on statewide ELA assessment	0	0	0	0	0	0	172	154	140	466
Level 1 on statewide Math assessment	0	0	0	0	0	0	211	155	137	503
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	154	140	466

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	32	46	86

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	58	9	3	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	19	16	31	66
One or more suspensions	0	0	0	0	0	0	60	81	80	221
Course failure in ELA	0	0	0	0	0	0	109	67	138	314
Course failure in Math	0	0	0	0	0	0	168	112	147	427
Level 1 on statewide ELA assessment	0	0	0	0	0	0	172	154	140	466
Level 1 on statewide Math assessment	0	0	0	0	0	0	211	155	137	503
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	154	140	466

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	32	46	86

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	58	9	3	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	33	49	30	30	50	34		
ELA Learning Gains				36			36		
ELA Lowest 25th Percentile				25			30		
Math Achievement*	32	33	56	29	26	36	28		
Math Learning Gains				43			26		
Math Lowest 25th Percentile				46			26		
Science Achievement*	24	25	49	28	29	53	26		
Social Studies Achievement*	65	85	68	49	43	58	41		
Middle School Acceleration	49	48	73	58	47	49	69		
Graduation Rate					28	49			
College and Career Acceleration					48	70			
ELP Progress	19	19	40	30	58	76	11		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	16	Yes	4	2
AMI				
ASN				
BLK	27	Yes	4	4
HSP	36	Yes	3	
MUL	52			
PAC				
WHT	40	Yes	2	
FRL	34	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	27	Yes	3	1
AMI				
ASN	60			
BLK	31	Yes	3	3
HSP	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	41			
PAC				
WHT	40	Yes	1	
FRL	36	Yes	2	

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			32			24	65	49			19
SWD	19			18			13				4	10
ELL	13			18			13				4	19
AMI												
ASN												
BLK	29			24			23		33		4	
HSP	29			32			19	71	45		6	19
MUL	57			47							2	
PAC												
WHT	37			34			31		57		4	
FRL	30			31			22	64	44		6	15

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	30	36	25	29	43	46	28	49	58			30
SWD	16	31	22	15	39	39	14	24				8
ELL	14	26	24	20	39	45	8	36				30
AMI												
ASN	60			60								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	24	34	23	18	35	43	32	36				
HSP	26	34	26	29	42	47	26	48	68			30
MUL	33	53		33	44							
PAC												
WHT	36	39	23	33	46	45	31	53	51			
FRL	26	34	27	25	41	48	27	46	63			22

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	36	30	28	26	26	26	41	69			11
SWD	12	23	24	16	21	19	9	41				10
ELL	25	35	34	20	17	32	3	33				11
AMI												
ASN												
BLK	28	30	27	18	21	18	20	27				
HSP	32	34	24	28	23	27	19	36	62			11
MUL	40	45		26	21							
PAC												
WHT	38	42	38	32	32	26	37	51	75			
FRL	29	33	28	22	22	23	22	32	68			10

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	36%	*	50%	*
07	2023 - Spring	27%	27%	0%	47%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	30%	2%	47%	-15%
09	2023 - Spring	*	34%	*	48%	*
06	2023 - Spring	31%	30%	1%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	24%	1%	54%	-29%
07	2023 - Spring	42%	40%	2%	48%	-6%
08	2023 - Spring	32%	30%	2%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	22%	1%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	25%	29%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	29%	38%	48%	19%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	62%	14%	66%	10%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to our PM3 data, student proficiency for Science was our lowest score at 23%. Low levels of expectation, misalignment of tasks, teacher placement, and lack of rigor contributed to low performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to our PM3 data, student proficiency for Science was our lowest score at 23% which was 4% lower than the 22-23 school year. Low levels of expectation, teacher placement, and lack of rigor contributed to low performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component with the greatest gap when compared to the state average is Math with a gap of 20%. Teacher turnover and loss of certified teachers impacted student achievement. Although math increased by 6 points, it still shows the greatest deficit compared to the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The component with the greatest improvement was Math which increased from 23%-33%. Coaches plan with individual teachers in math and provide in room support to facilitate the monitor the implimentation of the lesson

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

DMS students received a very high number of student referrals and suspensions during SY22-23. Significant amounts of class time was lost by these students increasing their learning deficit. Attendance also contributed to this area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Improvement of teacher morale and school culture
- Reduce student discipline incidents
- Teacher turnover and excessive use of long term substitutes in core academic areas
- Increase academic performance for all students
- Improving science proficiency scores

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historically at DMS, there has been a high turnover rate of teachers and staff. This has forced the use of numerous long term substitutes in multiple classrooms and subject areas. This lack of certified teachers in the classrooms has contributed greatly to the inconsistencies of instruction and the low performance of our students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the beginning of SY24-25, DMS will reduce its teacher and staff turnover rate by 10%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

At the end of SY23-24 we will calculate the number of teacher and staff losses and analyze the reason or reasons the employee chose to leave DMS.

Person responsible for monitoring outcome:

David Boland (david.boland@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

DMS will provide support for new teachers through our new teacher mentor program. All new teachers will have a mentor and attend monthly meeting to discuss teaching and classroom management strategies. We will be having monthly teacher appreciation luncheons and will be selecting a teacher of the week.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentors will support new teachers in their content area instruction, classroom management strategies and various information and practices that new teachers often lack. In meeting with their mentors, new teachers will feel supported and want to continue working for DMS. Teachers will feel valued when given tokens of appreciation and being recognized for their hard work and dedication to our students. Teachers will also work as part of a team throughout collaborative planning. These bi-weekly meetings give teachers a chance to discuss ideas and best practices as well as learn from each other. The new teachers will be fully supported by coaches, administration and each other so that they feel valued and enjoy working at DMS.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly mentor meetings with new teachers

Person Responsible: Brittany Hines (brittany.hines@desotoschools.com)

By When: Monthly

Facilitation of common planning

Person Responsible: Mary Meyer (mary.meyer@desotoschools.com)

By When: twice weekly

#2. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At DMS, students with disabilities, English Language Learners and Black students have scored below the required 41% proficiency in ELA and Math for 3 consecutive years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase proficiency of students in the following subgroups by 5% in ELA and in Mathematics as measured by Spring (PM3) 23-24 F.A.S.T. Assessment:

Students with Disabilities
English Language Learners
Black Students

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through our Multi-Tiered Systems of Support, S.T.A.R. Assessments, Quarterly Data Meetings, Small-Group/Intervention fidelity checklists, and Intervention Attendance Logs.

Person responsible for monitoring outcome:

David Boland (david.boland@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. All students will take the S.T.A.R. baseline Assessment in August. Grade level data meetings, with instructional coach and administration present, will review data to determine how intervention and acceleration supports are allocated. Students will be aligned with a state-adopted tiered small-group intervention for both Reading and Math.
2. Multi-Tiered-Systems of Support will be utilized to monitor students' progress in assigned intervention or acceleration. A student's response to intervention will dictate how and when interventions need to be adjusted.
3. Administrative walkthroughs and checklists will be kept to ensure intervention is occurring with fidelity to practice, frequency and curriculum utilized.
4. Results from meta-analyses of Read 180® conducted by the What Works Clearinghouse (WWC, 2016) and an independent research firm (Salinger et al., 2021) concurred in their findings that Read 180 can significantly improve students' reading skills.
5. Headphones with microphones will be utilized to improve student's speaking and listening skills throughout the Read 180 program.
6. According to Sandra S. Ruppert, students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The S.T.A.R. Assessment allows teachers to give data-driven instruction in ELA and Math. MTSS intervention will benefit students as their progress will constantly be monitored by walkthroughs, checklists and leadership team meetings. In ensuring the fidelity of these supports, students will be able to increase their abilities in both Math and Reading. Weekly leadership team meetings will keep everyone on the same page in order to best support our students' achievements in these areas. Research shows that small group instruction, intervention and acceleration has a significant influence on student achievement in all content areas. Read 180 will help lower-performing students increase reading, speaking and listening skills in order to further develop literacy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data meetings to determine how intervention and acceleration supports are allocated

Person Responsible: David Boland (david.boland@desotoschools.com)

By When: After each PM assessment administration. This includes both FAST ELA and Math, STAR ELA and Math, as well as Benchmarks.

MTSS intervention will also be implemented in the classroom through small group instruction. This will include, but not be limited to, teacher-led small groups, benchmark-aligned station activities, and use of computer programs such as Moby Max.

Person Responsible: Timothy Edsall (timothy.edsall@desotoschools.com)

By When: In addition to the presence of an MTSS coach once a week, there will also be monthly MTSS meetings. This will be fully implemented by October 16, 2023.

READ 180 will be utilized in all intensive reading courses in grade 6-8.

Person Responsible: Mary Meyer (mary.meyer@desotoschools.com)

By When: The Read 180 program will be fully implemented by October 16, 2023.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the state assessment performance data from 2023, it was determined that a focus on ensuring teachers are providing benchmark aligned instruction and benchmark aligned tasks for students to complete would increase student performance on benchmark aligned assessments such as BEST and FAST.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will provide benchmark aligned instruction 90% of the time by April 2024 as evidenced by walkthroughs conducted weekly by administration and instructional coaches. Teachers will provide benchmark aligned tasks 90% of the time by April 2024 as evidenced by walkthroughs conducted weekly by administration and instructional coaches.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School administration and coaches will conduct walkthroughs and document instruction and activities that are occurring in the classrooms. The findings will be analyzed and shared with staff.

Person responsible for monitoring outcome:

David Boland (david.boland@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. DMS will use an instructional coaching model to provide interventions to teachers who provide instruction or tasks that are not aligned to the benchmarks. Coaches will utilize coaching cycles to work with teachers to direct them back to the state standards and benchmarks.
2. MobyMax will be implemented in Math and ELA classrooms to supplement learning
3. Calculators will be used to aid in classroom instruction to increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

DMS has several teachers and interim substitutes in ELA and Math who are new to teaching or new to this content. BEST standards are new and teachers need continuous support to increase understanding of the benchmarks and how to properly provide benchmark aligned instruction. The implementation of MobyMax will allow ELA and Math teachers to provide rigorous instruction while the program aids in bridging knowledge gaps for students. In Math, students will be able to use calculators in class that are used on FAST assessments in order to become familiar with the technology.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and instructional coaches will walk classrooms together for several weeks to calibrate and gather data for determining a schoolwide pulse of teacher capacity.

Person Responsible: David Boland (david.boland@desotoschools.com)

By When: Calibration will be complete by September 30, 2023.

Upon calibration of walk through team, admin and coaches will gather data for the two look fors and provide data to the faculty. Walkthrough team will evaluate the data to determine where interventions should be focused.

Person Responsible: David Boland (david.boland@desotoschools.com)

By When: First interventions and supports determined by October 1, 2023.

Instructional coaches will conduct coaching cycles with teachers who need support in the area of benchmark aligned instruction and tasks.

Person Responsible: Dan Staples (dan.staples@desotoschools.com)

By When: Coaching cycles will begin by October 16, 2023. The length of the coaching cycles will be determined by the need.

MobyMax will be used in ELA and Math classrooms to fill in learning gaps and enrich learning opportunities for students.

Person Responsible: Mary Meyer (mary.meyer@desotoschools.com)

By When: Mobymax will be fully implemented by October 16, 2023.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

DMS students received more than 3000 referrals during the 22-23 school year. This included nearly 100 students suspended for fighting, 24 expulsion recommendations for drugs and 25 suspensions for nicotine vapes/ tobacco. All subgroups were represented in this data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

DMS will have 20% fewer discipline referrals and 10% fewer serious incidents during SY23-24.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will assess discipline data weekly/monthly to determine progress towards the goal. We will analyze the type and frequency of incidents and make adjustments to procedures as necessary.

Person responsible for monitoring outcome:

Timothy Edsall (timothy.edsall@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

DMS has made adjustments to its master schedule to reduce the number of transitions throughout the day.

by staggering transition times for each grade level. We have separated our largest lunch into two in order to improve management in the cafeteria. DMS has also implemented a robust PBIS program providing incentives for positive behavior and celebrations recognizing students' successes. These celebrations will include earning time to enjoy inside by playing games with friends or outside at least monthly, sit with their friends at lunch, and a Fun Day once a quarter. We will begin using a Social Emotional Learning program from Base Education to provide targeted modules of intervention for students in ISS.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In adjusting the master schedule and staggering transitions, chances for negative behaviors during these times decrease while instructional time increases. The same goal is achieved by splitting lunches and allowing for more management in the cafeteria. The PBIS program is being implemented more frequently this year and providing more fun and engaging activities in order to focus on positive behaviors and allowing them time to interact with their friends. In the past, the PBIS program has been successful; in turn, this year, teachers are adding more PBIS points and students are rewarded more often for their positive behaviors. In regards to the SEL program, results from a randomized control trial conducted in 2019 supported the effectiveness of BASE Education for middle school students in two states.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review weekly/ monthly discipline data to analyze the effectiveness of procedures and interventions that are in place.

Person Responsible: Timothy Edsall (timothy.edsall@desotoschools.com)

By When: Weekly review with monthly meetings with deans.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Students representing subgroups will be tracked for achievement. Resource allocation will be determined based on need. Students identified in these subgroups will be targeted for intervention with trained personnel. Additionally, tutoring opportunities will target our black student population, SWD's, and ELL's as a primary focus. Instructional resources and supplies will be allocated accordingly to intervention groups and tutoring groups.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

DeSoto Middle School will disseminate the school-wide plan through our School Advisory Council, Title I Annual Meeting, Parent and Family Engagement Nights, and other informational sessions. Our School Improvement Plan will also be posted to our school website: <https://dms.desotoschools.com/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

DMS will provide progress reports to parents every four weeks to keep them updated on their students progress. Teachers will also be asked to conduct positive phone calls home to work towards establishing positive relationships. Additionally, we will keep stakeholders informed through social media postings and keeping the schools website up to date.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

By reducing discipline, teachers will be afforded more quality time to teach quality, standards based instruction with fewer distractions. Additionally, monitoring will be accomplished through frequent classroom walkthroughs and data review. Another key component will be professional learning opportunities for teachers to improve upon their craft.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

DMS has a full-time social worker to provide mental health services on an individual basis and group, which is ongoing. They offer outside counseling with contracted agencies via the social worker. There are 2 guidance counselors available that provide academic as well as student counseling if needed. DMS offers mentoring services through the check and connect program. This involves adults mentoring students to improve early warning signs such as attendance and low grades. DMS also has a character education program called Character Strong.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

DMS provides several courses that build awareness to postsecondary opportunities and the workforce.

These include:

Culinary

College and Career program

AVID

Agriculture

Business

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Discipline data will be regularly reviewed and students that receive multiple referrals will be added to Tier 2 of the MTSS process where they will receive individualized interventions in an effort to improve their behavior and ensure their academic success. If tier 2 interventions are not successful, tier 3 interventions will be put in place with the same goal of student success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Content teachers will meet twice each week to create benchmark aligned lessons to improve instruction. Student data will be shared during this time to identify students in need of intervention. Classroom paraprofessionals and ESE inclusion teachers will also utilize this data for small group instruction. Reading and Math Coaches will also be in classrooms and in planning to support content teachers building capacity into teachers. Additional support will also be provided through coaching cycles in an attempt to retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$44,352.43
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
7300	0110	0161 - Desoto Middle School	UniSIG	0.33	\$31,308.33	
		<i>Notes: Turnaround Principal Transition Allocation \$31,308.33 In the past 5 years DeSoto MS the middle school has had 4 different principals. Due to the recent resignation of the principal we have staffed the school with an interim retired principal who is qualified yet does not desire to serve past this year and would like to release the assignment sooner if a permanent qualified candidate is found. It is our goal to fill the current interim vacancy with a qualified leader that can serve multiple years and achieve sustainability. This funding will ensure a successful onboarding experience for new leadership and fluidity in transitioning to the new middle school principal role by allowing overlap time with the existing interim principal. This transition will include time collaborating with the current administration and interim principal as well as building report with staff and conducting a comprehensive needs assessment. It will also allow for both leaders to work with the state BSI Team in ensuring that the existing action plan for improvement is implemented, monitored, and supported consistently through a leadership change. With the expected need for recruitment and retention of staff, the incoming principal will be directly involved in the hiring process and also building relationships with existing staff. This will allow for a smooth, seamless transition moving to the new school year. This is for 4 months, 1/3 of the principal's salary.</i>				
7300	210	0161 - Desoto Middle School	UniSIG		\$4,245.41	
		<i>Notes: Retirement 13.56%</i>				
7300	220	0161 - Desoto Middle School	UniSIG		\$2,395.09	
		<i>Notes: Social Security- 7.65%</i>				
7300	230	0161 - Desoto Middle School	UniSIG		\$6,403.60	
		<i>Notes: Group Insurance</i>				
2	III.B.	Area of Focus: Instructional Practice: Intervention				\$186,224.27
Function	Object	Budget Focus	Funding Source	FTE	2023-24	

	6400	130	0161 - Desoto Middle School	UniSIG	0.83	\$45,734.66
			<i>Notes: 1 ELA academic coach- 70% Salary-\$45,734.66 Benefits-\$ 19,278.45</i>			
	6400	220	0161 - Desoto Middle School	UniSIG		\$3,498.70
			<i>Notes: Social Security 7.65%</i>			
	6400	210	0161 - Desoto Middle School	UniSIG		\$6,201.62
			<i>Notes: Retirement 13.56%</i>			
	6400	230	0161 - Desoto Middle School	UniSIG		\$9,578.13
			<i>Notes: Group Insurance</i>			
	6400	130	0161 - Desoto Middle School	UniSIG	0.83	\$55,300.68
			<i>Notes: 1 math academic coach- 83% Salary-\$55,300.58 Benefits-\$ 21,307.41</i>			
	6400	220	0161 - Desoto Middle School	UniSIG		\$4,230.50
			<i>Notes: Social Security 7.65%</i>			
	6400	210	0161 - Desoto Middle School	UniSIG		\$7,498.77
			<i>Notes: Retirement 13.56%</i>			
	6400	230	0161 - Desoto Middle School	UniSIG		\$9,578.13
			<i>Notes: Group Insurance</i>			
	5100	120	0161 - Desoto Middle School	UniSIG	0.21	\$7,800.00
			<i>Notes: After School DMS Teacher's Salary- 2 teachers \$25 per hour * 2 hours per day * 78 days= \$7,800</i>			
	5100	220	0161 - Desoto Middle School	UniSIG		\$596.70
			<i>Notes: Social Security 7.65%</i>			
	5100	210	0161 - Desoto Middle School	UniSIG		\$1,057.68
			<i>Notes: Retirement 13.56%</i>			
	5100	519	0161 - Desoto Middle School	UniSIG		\$3,515.20
			<i>Notes: Headphones with microphones to support the READ 180 program in grades 6-8. 160 headphones X \$21.97= \$3,515.20</i>			
	5100	510	0161 - Desoto Middle School	UniSIG		\$1,263.90
			<i>Notes: Sunshine state Readers for grades 6-8 to be utilized in the library and reading classrooms.</i>			
	5100	330	0161 - Desoto Middle School	UniSIG		\$14,000.00
			<i>Notes: AVID Event- Orlando Magic game and College Fair They will be able to learn from the careers available at the event with sports teams and local colleges will be present to talk about what they offer. They will also be taking notes during the presentations about careers and colleges. 100 students @ 30.00 per ticket= \$3,000 2 charter buses @ \$5500 per bus= \$11,000</i>			
	5100	642	0161 - Desoto Middle School	UniSIG		\$9,558.00
			<i>Notes: Musical instruments to enhance the art curriculum at DMS 5 flutes @ 469.00= \$2345 2 alto saxophones @ 799= \$1598 5 trumpets @ 494= \$2470 5 Trombones @ 629= \$3145 Total \$9,558</i>			
	5100	510	0161 - Desoto Middle School	UniSIG		\$2,862.50
			<i>Notes: Read 180/ System 44 7th grade Stage B Classroom Independent Library. 1 library is \$2500 and shipping and handling \$362.50</i>			
	5100	510	0161 - Desoto Middle School	UniSIG		\$3,949.10

		<i>Notes: Dry erase markers and White boards and markers will be purchased for all math classes. 30 classes of 30 students. Regular Whiteboards class set- \$46.00 per class= \$1,380 Graphing white boards set of 10- \$9.99- 3 sets per class \$900 Dry erase markers- black and colored- 17 sets of markers- \$1669.10</i>				
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$270,545.65
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	129	0161 - Desoto Middle School	UniSIG		\$168,000.00
		<i>Notes: Teachers and instructional coaches will be required to attend designated professional development and school turnaround meetings, not to exceed 80 hours. Teachers and instructional coaches will receive a stipend of \$2,400 as compensation for the additional time required by these scheduled professional development or turnaround meetings to be paid following the 40th scheduled hour, and the second half no later than May 31, 2023. Per MOU- 70 Teachers and instructional Coaches @ \$2,400= \$168,000</i>				
	5100	220	0161 - Desoto Middle School	UniSIG		\$12,852.00
		<i>Notes: Social Security for stipend for extra planning time 7.65%</i>				
	5100	360	0161 - Desoto Middle School	UniSIG		\$697.50
		<i>Notes: Moby Max online subscription through June 15, 2024</i>				
	5100	590	0161 - Desoto Middle School	UniSIG		\$3,781.50
		<i>Notes: Calculators for math instruction: Casio SL-300SV 100 X 7.09 = \$709 TI-30Xa 250 X 12.29 = \$3072.50 Total - \$3,781.50</i>				
	5100	510	0161 - Desoto Middle School	UniSIG		\$166.44
		<i>Notes: 12 numbered pocket chart classroom organizers for calculators 12 X 13.87 = \$166.44</i>				
	5100	148	0161 - Desoto Middle School	UniSIG		\$22,880.00
		<i>Notes: Interim subs will be required to attend designated professional development and school turnaround meetings, not to exceed 80 hours. Interim Subs will receive a an hourly rate of \$22.00 per hour as compensation for the additional time required by these scheduled professional development or turnaround meetings to be paid following the 40th scheduled hour, and the second half no later than May 31, 2023. Per MOU- 13 Interim Subs @ \$22 X 80 hours= \$22,880</i>				
	5100	210	0161 - Desoto Middle School	UniSIG		\$3,123.12
		<i>Notes: Retirement 13.65%</i>				
	5100	220	0161 - Desoto Middle School	UniSIG		\$1,750.32
		<i>Notes: Social Security 7.65%</i>				
	5100	158	0161 - Desoto Middle School	UniSIG		\$1,321.60
		<i>Notes: 1 paraprofessional will be required to attend designated professional development and school turnaround meetings, not to exceed 80 hours. Para will receive a an hourly rate of \$16.52 per hour as compensation for the additional time required by these scheduled professional development or turnaround meetings to be paid following the 40th scheduled hour, and the second half no later than May 31, 2023. Per MOU- 1 para @ \$16.52 X 80 hours= \$1,321.60</i>				
	5100	210	0161 - Desoto Middle School	UniSIG		\$179.21
		<i>Notes: Retirement 13.56%</i>				
	5100	220	0161 - Desoto Middle School	UniSIG		\$101.10
		<i>Notes: Social Security 7.65%</i>				
	5100	530	0161 - Desoto Middle School	UniSIG		\$12,196.80
		<i>Notes: Scope magazine for DMS: 4 subjects requested. Jr Scholastic- 210 @ \$8.49, math- 390 @ \$8.49, science- 210 @ \$9.99, ELA- 390 @ \$9.99= plus shipping and</i>				

			<i>handling= Total \$12,196.80 The inclusion of these periodicals will help increase literacy in all classrooms across the school.</i>			
5100	128	0161 - Desoto Middle School	UniSIG	0.45	\$16,400.00	
			<i>Notes: Core content area departments will have meetings twice per quarter to discuss standards based instruction, work on standards aligned lessons, and aligned common assessments. Teachers will meet a total of 8 times for 2 hours each meeting at an hourly rate of \$25. 41 teachers X 8 meetings X 2 hours each meeting X \$25 = \$16,400</i>			
5100	210	0161 - Desoto Middle School	UniSIG		\$2,223.84	
			<i>Notes: Retirement 13.56%</i>			
5100	220	0161 - Desoto Middle School	UniSIG		\$1,254.60	
			<i>Notes: Social Security- 7.65%</i>			
5100	148	0161 - Desoto Middle School	UniSIG	0.04	\$1,408.00	
			<i>Notes: Core content area departments will have meetings twice per quarter to discuss standards based instruction, work on standards aligned lessons, and aligned common assessments. Interim Subs will meet a total of 8 times for 2 hours each meeting at an hourly rate of \$25. 4 interim subs X 8 meetings X 2 hours each meeting X \$22 = \$1,408</i>			
5100	210	0161 - Desoto Middle School	UniSIG		\$190.92	
			<i>Notes: Retirement 13.56%</i>			
5100	220	0161 - Desoto Middle School	UniSIG		\$107.71	
			<i>Notes: Social Security 7.65%</i>			
5100	158	0161 - Desoto Middle School	UniSIG	0.01	\$264.32	
			<i>Notes: Core content area departments will have meetings twice per quarter to discuss standards based instruction, work on standards aligned lessons, and aligned common assessments. Paraprofessional will meet a total of 8 times for 2 hours each meeting at an hourly rate of \$25. 1 paraprofessional X 8 meetings X 2 hours each meeting X \$16.52 = \$264.32</i>			
5100	210	0161 - Desoto Middle School	UniSIG		\$35.84	
			<i>Notes: Retirement 13.56%</i>			
5100	220	0161 - Desoto Middle School	UniSIG		\$20.22	
			<i>Notes: Social Security</i>			
5100	510	0161 - Desoto Middle School	UniSIG		\$5,000.00	
			<i>Notes: Supplies to support schools: folders, markers, crayons, pencils, workbooks, glue, paper, construction paper, paint, notebooks.</i>			
5100	390	0161 - Desoto Middle School	UniSIG		\$4,726.62	
			<i>Notes: Other Purchased Services. Expenditures for all other purchased services, such as printing, binding, laminating, and reproduction for school needed for PD and for turnaround work.</i>			
5100	128	0161 - Desoto Middle School	UniSIG	0.09	\$3,375.00	
			<i>Notes: Saturday School EOC/FAST Blitz to work with students on Algebra 1, Civics, Science 8, ELA, and Math content. Will take place on 3 Saturdays in the Spring prior to the tests from 8:00-12:30= 4.5 hours 10 Teachers @ \$25.00 per hour= \$3,375</i>			
5100	210	0161 - Desoto Middle School	UniSIG		\$457.65	
			<i>Notes: Retirement 13.56%</i>			
5100	220	0161 - Desoto Middle School	UniSIG		\$258.19	
			<i>Notes: Social Security 7.65%</i>			
5100	158	0161 - Desoto Middle School	UniSIG	0.03	\$607.50	

			<i>Notes: Saturday School EOC/FAST Blitz to work with students on Algebra 1, Civics, Science 8, ELA, and Math content. Will take place on 3 Saturdays in the Spring prior to the tests from 8:00-12:30= 4.5 hours 3 Paraprofessionals @ \$15.00 per hour= \$607.50</i>			
	5100	210	0161 - Desoto Middle School	UniSIG		\$82.38
			<i>Notes: Retirement 13.56%</i>			
	5100	220	0161 - Desoto Middle School	UniSIG		\$46.47
			<i>Notes: Social Security 7.65%</i>			
	5100	510	0161 - Desoto Middle School	UniSIG		\$7,036.80
			<i>Notes: 9 novels off the ELA Book list were selected for grades 6-8. 120-150 copies of each book available will be purchased. \$7,036.80</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$12,400.15
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	0161 - Desoto Middle School	UniSIG		\$8,000.00
			<i>Notes: Base Education School License- \$8000 BASE Education's middle school curriculum is specifically designed for students in grades 6-8 and reflect the unique needs of the middle school learner. This includes more concise content with relatable examples and images, leveled vocabulary and topic discussion, and developmentally appropriate lines of questioning.</i>			
	5100	510	0161 - Desoto Middle School	UniSIG		\$400.39
			<i>Notes: Wednesday Award material See quote for breakdown.</i>			
	5100	590	0161 - Desoto Middle School	UniSIG		\$3,999.76
			<i>Notes: Wednesday Award material See quote for breakdown.</i>			
					Total:	\$513,522.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes